

## **Special Educational Needs (SEN) Report 2020 West Kirby School and College**

### **West Kirby School and College (Opened by West Kirby Residential School Charity)**

Meols Drive, West Kirby, Wirral, CH48 5DH

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Website: [www.wkrs.co.uk](http://www.wkrs.co.uk)

### **Key contact for enquiries:**

PA to the Principal, Samantha Stephens 0151 632 3201, [schooloffice@wkrs.co.uk](mailto:schooloffice@wkrs.co.uk)

### **Age range, gender and specialist provision:**

5-19 mixed gender

West Kirby School offers specialist provision for children who have an EHCP or Statement of SEN with communication and interaction difficulties such as Autistic Spectrum Condition. This can be co-occurring with other conditions such as ADHD, ADD, OCD, demand avoidant profile, speech and language difficulties, sensory processing difficulties, attachment difficulties and other anxiety related conditions. Due to the vast range of specialisms present in the staff team a wide range of cognitive ability and need can be catered for. However, the school is not suitable for PMLD (Non-ambulant) or severe learning difficulties (SLD).

### **Capacity**

115 across KS1-4 and Post 16.

### **Contact details**

<http://www.wkrs.co.uk>

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/105137>

Twitter - @westkirbyschool

Facebook – West Kirby School and College WKS

### **Any other important information**

The school has continued status as an Outstanding Provider, Ofsted, 2016.

The on-site provision includes Education, Speech and Language Therapy, Occupational Therapy, Clinical Psychology, Reading Support, Learning Mentors, School Nurse led Medical Team and a Pastoral Care Support Team. There is also a 24 hour curriculum provided by the Residential Care Team (Monday to Friday, term-time only) through the residential provision. This is situated in the community house 20 minutes' drive away from the main school building. Residential provision can range from overnight to weekly stays.

The school has been awarded and retained the Autism Accreditation by the National Autistic Society and has been successful in gaining a commendation in recognition of the outstanding practice in place to support pupils on the Autistic Spectrum.

The school complies with the National Standards and Competency Framework of the Autism Education Trust and these frameworks are allied to the schools performance management structures.

In October 2019 the school achieved ADHD Foundation Friendly School status.

Recently the school achieved the Attachment and Trauma Sensitive Schools Award at Bronze level and is working towards Silver. This is supported by Trauma Informed Schools UK.

All staff are appropriately qualified for their role in school, and in most cases have additional qualifications which enhances the level of expertise available within school.

The school is a dyslexia friendly school and all staff are informed of the best practice to use with students with a specific learning difficulty with literacy and/or numeracy.

Staff are experienced in working with young people with a demand avoidant profile and successfully employing appropriate strategies.

## **The following questions have been developed by and may be of particular interest to parents and carers**

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1. How will I be involved in discussions about and planning for my child's education?
2. How will school/college staff support my child?
3. How will school work curriculum be changed to match my child's needs?
4. What support will there be for my child's emotional health and well-being?
5. What specialist services and expertise are available to the school/college?
6. What training do staff have who support children with special educational needs and disabilities?
7. How will my child be included in activities outside the classroom including school trips?
8. How physically accessible is the school/college?
9. When my child leaves school/college what kinds of support will there be to prepare them for their next school/college placement?
10. How are the school's resources allocated and matched to my child's special educational needs?
11. In what ways are parents involved in the school?
12. Who can I contact for further information?

### **1 How will I be involved in discussions about, and planning, for my child's education?**

We encourage communication from the day you and your child first look around West Kirby School.

Prior to starting at West Kirby a home visit will be arranged with the Home School Liaison Officer and SENCO. This is the start of the process in planning for the education of your child. Your views on transition will be sought and transition dates agreed to make the start at West Kirby as smooth as possible.

All pupils will have an Education, Health and Care Plan (EHCP) or Statement of SEN. This document informs the provision and level of support in place for your child. This is formally reviewed annually in a meeting in school to which parents/ carers, the Local Authority and other professionals are invited. This is a person centred process so your views and that of your child are important for this to be successful.

For new pupils an Induction Review is held approximately 10 weeks after admission to which parents/ carers, the Local Authority and other professionals involved will be invited. This provides an opportunity to feedback the results of any assessments and discuss the level of support in place and progress being made. All pupils at WKS have an Individual Education Plan (IEP), One Page Profile, Clinical Profile and Risk Assessment. All IEPs are monitored by the SENCo to ensure targets are relevant and appropriate. Any proposed changes in provision or support will be discussed with parents and carers, key professionals and the Local Authority at the earliest opportunity.

We believe in working in partnership with parents/carers in order to achieve the best outcomes for children. Communication with parents and carers is regular, meaningful and individual. Class teachers and teaching assistants should be the main point of contact for day-to-day issues. The Home/ School Liaison Officer is always available to discuss any concerns.

Parent/Carer evenings are held regularly to discuss pupil progress and other important information sharing events such as transitions evenings and options evenings are in place in the school calendar.

Parent Support Group coffee mornings are run termly and held at the school

Parents and carers are always welcome to get in touch to discuss any area of their child's development or wellbeing.

## **2 How will school/college staff support my child?**

Prior to starting at West Kirby information about your child's needs and strengths are shared with key staff. This supports a smooth transition process. Additional assessments and observations will be made by the team of on-site professionals in school. This helps to build a bespoke programme of education and support for your child.

The key staff involved in the support of your child will be:

- Class Teacher
- Teaching Assistant
- Residential Care Key Worker (if resident)

If additional individual support is required you will be informed of the name of the Speech and Language Therapist, Occupational Therapist or Pastoral Care Support Worker involved with your child.

All additional support is co-ordinated by the SENCo, if you are unsure of the support in place for your child please contact the SENCo.

We follow the National Curriculum, which is supported by the input from the other professionals in school. We recognise that for children to be in the right place for learning they need to have their other needs effectively met. The whole staff team work together to ensure the education received at West Kirby is holistic, meaningful and provides the opportunity for children to have positive life choices.

Residential groups are run by teams of qualified and experienced Care staff. The Care staff also work within the school and liaise closely with school staff regarding specific needs of individual pupils. This allows us to provide a consistent approach to supporting each young person across the 24 hour curriculum, through a Personalised Development Programme.

## **3. How will the curriculum be changed to match my child's needs?**

West Kirby School and College offers a broad and balanced curriculum with a range of qualifications that enables all pupils to achieve.

To complement the National Curriculum, we provide diverse enrichment and life skills activities. This is achieved through community links, wellbeing activities, Duke of Edinburgh, Pupil Voice, residential trips and discovery days within school.

Qualifications and awards on offer are:

- GCSEs in Maths, English, Science, Art, Photography, Religious Education, Music, History, Geography, Drama, German and Chinese

- A Levels including Art. We also support students to study A-Levels with a local Sixth Form colleges for other subjects whilst within our provision
- Functional Skills qualifications in English, Computing – Entry level certificates 1,2 & 3
- Edexcel – Level 1 and 2 Number and Skill
- Entry level certificates – English, Maths, Science and Computing
- Cambridge Nationals Certificates & Awards – Level 1 and 2 – Information Technology, Creative i-media, Engineering Design
- Cambridge Technical - ICT
- ASDAN Vocational Awards – Gardening, Catering, Sports & Fitness, Sex & Relationships
- Preparation Working for Life – Level 1 and 2
- Open Award Skills for Further learning & Employment
- Arts Award – Bronze, Silver and Gold
- Duke of Edinburgh Award – Bronze, Silver and Gold
- Life and Living Skills Award – Entry level 2 and 3 – Residential Care pupils

\*These can be subject to change dependent on the cohort

**Differentiated learning is central to our philosophy at West Kirby School. During your child's placement at WKS we build a profile of their educational and clinical needs, so that educational provision and clinical input is tailored to reflect needs.**

In devising a personalised programme for pupils, teaching, support and care staff have responsibility for ensuring that work is well matched to pupils learning needs. All classes are supported by a full time TA to support with the delivery of this along with a wide range of on-site professionals to provide appropriate strategies and interventions. Additional in class, or individual, support is identified and provided where necessary.

For residential pupils the Care staff follow the guidance from school staff to ensure that they are able to support each pupils learning needs. The learning resources used within school are also available on the Residential groups thus ensuring a consistent approach to supporting the development, in all areas, of resident pupils.

#### **4. What support will there be for my child's emotional health and well-being?**

All staff at West Kirby are committed to supporting positive emotional health and well-being for your child. In the first instance staff are friendly, helpful, kind and approachable. The school works hard to make sure it is a safe, welcoming and comfortable environment for your child to thrive in and feel listened to.

Wellbeing activities on a Friday afternoon and the other extra-curricular activities on offer in school provide opportunities for pupils to be successful, have positive experiences and build self-esteem.

All approaches are person centred – taking account of the pupils' perspective, views and feelings. Staff take time to build up positive relationships with pupils and their families. This means staff are more attuned to noticing or recognising when pupils are not happy.

If additional support is required in school from the other on-site professionals this can be put in place via the in-house referral system. SALT can provide specific work around emotional literacy; the Pastoral Care Team work through any issues around self-esteem, friendships and bullying; Occupational Therapists can provide support in self-regulation and the Clinical Psychologist can provide advice to staff, parents and provide 1:1 sessions with pupils.

## **5. What specialist services and expertise are available at the school/college?**

Within our school we have a wide range of experts that provide advice, direct input and therapy on a daily basis, these include:

- Specialist Teachers
- Higher Level Teaching Assistants
- Teaching Assistants
- Speech and Language Therapists
- Occupational Therapist
- Learning Mentor
- Pastoral Care Team
- Reading Support (includes dyslexia screening)
- Residential Care Workers
- School Nurse
- Careers and Pathways Officer
- Therapy Support Team
- Clinical Psychologist
- Home School Liaison Officer

All staff are appropriately qualified for their role in school, and in most cases have additional qualifications that enhances the level of expertise available within school.

If we need to look outside the school for advice we can contact a range of professionals from education, health, and social care departments, from your local authority.

If there are other professionals involved with your child, we will keep them informed of his/her progress and work closely with them throughout your child's time at WKS. Any professional involved with your child will also be invited to attend his/her annual review.

## **6. What training do staff have who support children and young people with special educational needs?**

Training requirements and access to suitable training is closely monitored at WKS for all staff, to ensure that we maintain a broad skill base and keep up to date regarding new initiatives and developments.

Education and clinical staff also have access to regular internal training sessions which are delivered by existing school staff or visiting speakers or organisations.

Staff are highly trained and have completed National Autistic Society training for Autism along with a minimum of Tier 1 Autism Education Trust (AET) training, a programme supported by Department of Education. Staff involved in the delivery of services to children and young people also complete additional AET modules.

Additionally, the school complies with the National Standards and Competency Frameworks of the Autism Education Trust which forms part of the schools overall Performance Management structure.

Specialist Clinical Services including Occupational Therapists and Speech and Language Therapists are experts in their fields with professional training and qualifications. Our Therapy Support team

have Attachment and Trauma training. The school is currently working towards the Silver level of the Trauma Award.

### **7. How will my child be included in activities outside the classroom including school trips?**

WKS offer a wide range of inclusive wider learning and enrichment activity opportunities outside of school.

Pupils have full access to activities outside the classroom and school trips, in line with their individual risk assessments which are reviewed on a regular basis. Staff work with pupils where required to support them individually with preparation plans and adaptations. Whilst we encourage pupils to access external activities, alternative learning activities are always available within school.

We have our own School vehicles for transporting pupils and we have the train line on our doorstep for easy access to local areas.

If your child accesses one of our Residential groups they will be fully involved in all aspects of the activity programme. This includes planning an activity programme, risk assessing each activity with staff support, and engaging in the programme.

### **8. How accessible is the school/college?**

**Equality of opportunity is a core part of our school ethos.**

Our physical environment is adapted to address sensory needs and with visual aids for children and young people on the Autistic Spectrum. The National Autistic Society Accreditation team stated we go 'above and beyond best practice' to support our pupils.

WKS is situated within West Kirby, on the main road to Hoylake. There are good road and rail links, with the local train station being only 5 minutes' walk away.

The school is wheelchair accessible with disabled toilets and changing facilities.

There are lifts available to access the first floor facilities. There are some areas which require climbing a few stairs however, these areas are not essential areas and generally house the admin offices. Most class-rooms, specialist teaching areas and Therapy suites on the main site are easily accessible without climbing stairs.

Residential provision is based off site in community houses which have a ground and first floor. Our Post 16 provision is based within the main school building on the first floor also accessible via a lift.

Visual and auditory support is available for pupils who require it.

**9. When my child leaves school/college what kinds of support will there be to prepare them for their next school/college placement?**

As your child moves through West Kirby School a number of meetings will be held to clarify future needs and appropriate transition to college or the world of work.

Pupils meet with an Independent Careers advisor who can support pupils in identifying a college or career they wish to pursue. The School Careers and Pathways Officer works closely with pupils and their families to identify the next appropriate step for pupils and support the transition process. This may include supporting with college visits and preparing for interviews.

Transition preparation includes college visits and a range of life skills programmes in Post 16 around developing independence, social skills, travel skills and work related learning. We have close relationships with a range of college providers and a proven track record in successful transition.

Where appropriate work experience placements are arranged in the local community or in school.

**10. How are the school's resources allocated and matched to my child's special educational needs?**

All pupils will have an Education, Health and Care Plan (EHCP) or Statement of SEN. This document informs the provision and level of support in place for your child. This is formally reviewed annually in a meeting in school to which parents/ carers, the Local Authority and other professionals are invited. This is a person centred process so your views and that of your child are important for this to be successful.

Additional assessments and observations will be made by the team of on-site professionals in school. This helps to build a bespoke programme of education and support for your child.

The key staff involved in the support of your child will be:

- Form Tutor Class Teacher
- Teaching Assistant
- Residential Care Key Worker (if resident)

If additional individual support is required you will be informed of the name of the Speech and Language Therapist, Occupational Therapist or Pastoral Care Support Worker involved with your child.

All additional support is co-ordinated by the SENCo, if you are unsure of the support in place for your child please contact the SENCo.

All pupils at West Kirby School experience high Quality First Teaching from an appropriately qualified teacher; small class sizes across the school and the support from a teaching assistant based with the class (the amount and level of teaching assistant support is dependent on the individual need of the pupil).

Pupil Premium funding is allocated for eligible pupils and is used to enable a variety of experiences and support for pupils and their families.



## **11. In what ways are parents involved in the school and how can I be involved?**

Good communication with parents and carers is central to pupil progress and well-being and school staff are always available to meet and discuss any issues.

Throughout the year we have a number of social events, open evenings and meetings that parents and carers are encouraged to attend and contribute to. We also have a parent support group we encourage parents and carers to come along to where a parent governor is also available for advice and guidance.

WKS have an active Twitter and Facebook page we update with pupil news and activities. Parents are encouraged to follow these an opportunity to keep in touch with daily school activities.

We will regularly ask you for feedback and your views through termly reports and an annual questionnaire in order to support your child's development as well as the wider school provision.

## **12. Who can I contact for further information?**

For Day pupils the main point of contact should be the class teacher or teaching assistant to discuss your child

For a Residential pupil, in addition to the class teacher and teaching assistant, regular contact should be available with the Key Worker.

Miss Sian Thomas (Principal)

Mr P Smith (Deputy Headteacher – Behaviour and Attitudes)

Mrs S Wilkinson (Deputy Headteacher – Personal Development, SENCo)

Mrs E Wynne (Deputy Headteacher – Quality of Education)

Mrs Sam Stephens, Principal PA/Enquiries

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## **The following questions have been developed by and may be of particular interest to children and young people**

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### **1. How will the school /college know if I need extra help?**

Before you start you will have had the opportunity to visit the school, meet key staff and tell us what you feel that you need. We will also have read reports from people who have worked with you in the past. Once you start at WKS, your Class Teacher and Teaching Assistant will see you each day in school, and will work with you to create a One Page Profile which identifies your strengths and the things you find difficult. Other staff, such as Speech and Language Therapists may see you to find out if you need any extra help. Any extra help you need will be talked through with your parents and carers.

Before you become a residential pupil you will have had the opportunity to visit with your parents/carers. We also have leaflets that explain what happens in our residential groups. The care staff, who are the people that work on the residential groups, will get to know as much about you as possible. They will do this by:

- Talking to you
- Talking to your parent(s)/carers
- Talking to staff in school who know you
- Reading any information that school has been sent about you.

### **2. What should I do if I think I need extra help?**

All the staff at school will be happy to help you and give you advice but you will also have 3 key adults you may wish to talk to:

- Class Teacher
- Teaching Assistant
- Residential Care Key worker (If you are resident)

These 3 people will be introduced to you once you start at school.

All you need to do is ask!

Curriculum question

### **3. If I have difficulty taking part in school/college activities what different arrangements can be made for me?**

Staff at the school work very hard to make sure that all young people can access the activities at school. If we think you are finding an activity too challenging we may:

- Give you some extra support from staff.
- Give you some specialist equipment (e.g. a laptop).
- Change the activity.
- Put in place some extra activities to help you to learn the skills you need.

Like school, the care staff will always look at ways to help you join in activities. We want you to enjoy your time at WKS and so we plan to do things we know you like, as well as things that you may not

have tried before. We will help you to try new things and will never ask you to do something we know you can't.

#### **4. How will I participate in planning my targets?**

You will help plan your targets with staff in a number of ways:

- With your subject teachers, so that you are clear about how to make progress in lessons
- With your Class Teacher and Teaching Assistant in helping to create and review your IEP
- With your TA in completing your 'Person Centred Review' presentation each year for your Annual Review

On the Residential group you will spend time with your Keyworker. This is a member of the care staff who has responsibility to help you with all aspects of your time at WKS. They will have time to talk with you and look at appropriate targets for you to achieve. They will also help you complete your "Person Centred Review" for your Annual Review and throughout the year add to your Record of Achievement within your own Personal Centred Review folder.

#### **5. How does the school/college know how well I'm doing?**

A really important way is through the teaching staff marking your work and giving you the opportunity to respond to their marking and comment upon your learning.

The reward system in school 'Going for Gold' means you can earn points in each lesson which is converted into money. If you follow all expectations in a lesson you earn a 'green' this equals 5p; if you do something extra you earn a 'silver' this equals 10p; if you do something exceptional you earn a 'gold' this equals 15p. It may not seem much on its own....but it soon adds up! You can save the money and ask for a voucher when you have earned enough for what you want.

Staff record positive outcomes so there is a record of all the good things you have achieved during school. If things are not going so well, this is recorded as well so that staff can see if there are any patterns and what they can do to help.

#### **6. Who will help me to be more independent in school?**

All staff will encourage you to become more independent in school. This could be looking after your own pencil case or learning how to use public transport. Staff are always willing to help you - so if you ask for help or they can see you are struggling they will step in to help you.

The programs we run on the Residential groups are designed to help you develop the skills you will need to be as independent as you can be. The care staff support all of the work that you do in school. We also work closely with your parents/carers so that they know what areas you are working on, and how well you're doing.

#### **7. Who will help me to be more independent in my community?**

All of the skills you develop are "transferable" That means that you can use them wherever you are. By working closely with you and your parents/carers we will not only help you develop skills that allow you to be more independent, we will also help you use those skills in different places. If you live close to school your key staff may help you "transfer" skills to your home. If, however, you live a long

way from school, we will then work with your parents/carers in order that they can support you in a similar way to your key staff. You also may have some help from a Social Worker in which case we would also tell them how you are doing and what they may be able to do to help.

### **8. How will my parents/carers be supported to encourage me to be more independent?**

We communicate with parents regularly through emails, telephone calls and home/school diaries, and have face to face meetings through parent/care evenings, social events, annual reviews, termly reports and through our parent/carer support group. We will also help by working with your parents/carers at home to help establish your independence skills.

Through this communication we are able to offer help and guidance to increase the independence of all young people by providing supportive resources/strategies of information on how to access additional provision that promotes self-reliance and life skills.

In Post 16 our programmes support, where appropriate, pupils access the local community at lunchtime.

### **9. Who should I speak to if I'm worried about something?**

If you are worried in school we would ask that you speak to someone as soon as possible about it. You can talk to any member of staff in school (or one of our governors) but may want to choose from your:

- Class Teacher
- Teaching Assistant
- Residential Care Key worker (if you are a resident)

You can always speak to your parents/carers and ask them to tell school about your worries if you don't feel comfortable talking with school staff. If you have a social worker we can arrange for you to talk to him/her, either by phone or face to face.

There are also a number of organisations that you may wish to talk to, such as Child line or the Children's Rights Commission. The phone numbers for these organisations are on posters around the school.

### **10. How do school/college staff get extra help from other experts?**

At our school we have lots of expert people that we can get help from on a daily basis, through asking their advice or setting up opportunities for you to meet with them through our referral system. These experts include:

- Specialist Teachers
- Higher Level Teaching Assistants
- Teaching Assistants
- Speech and Language Therapists
- Occupational Therapist
- Learning Mentor
- Pastoral Care Team
- Reading Support (includes dyslexia screening)
- Residential Care Workers

- School Nurse
- Careers and Pathways Officer
- Therapy Support Team
- Clinical Psychologist
- Home School Liaison Officer

If we need more help we can contact a range of professionals from education, health and social care departments from your local authority.

### **11. What help is there to get me ready to start college?**

The school has a Careers and Pathways Officer who has close links with lots of colleges and employers in the North-West including:

- Wirral Metropolitan, Birkenhead Sixth Form College and Liverpool City College
- Coleg Cambria, West Cheshire College, Telford College, Shrewsbury College, Derwen College, Reaseheath College, Petty Pool College
- Autism Together

Pupils will also see an Independent Careers Officer for advice on their college and career choices. Young people at WKS have the opportunity to visit colleges with our Careers and Pathways Officer and Post-16 staff, who are always available to offer advice and guidance. The programmes that we offer within school, and particularly within our Post 16, are designed to develop the skills that you will need to successfully move on to college. We also hold open evenings and meetings with pupils and their families, to ensure that young people are fully prepared for the transition (moving on).

### **12. What help is there to get me ready to start work?**

Through meetings we have in school our ~~Transitions~~ Careers and Pathways Officer will help you prepare for starting work. We can offer a wide range of qualifications from Entry Level, GCSE, to A-level and Vocational Awards, to ensure that you have the necessary qualifications.

### **13 Who can I contact for further information?**

For Day pupils the main point of contact should be the class teacher or teaching assistant to discuss your child

For a Residential pupil, in addition to the class teacher and teaching assistant, regular contact should be available with the Key Worker.

#### **Miss Sian Thomas (Principal)**

Mr P Smith (Deputy Headteacher – Behaviour and Attitudes)

Mrs S Wilkinson (Deputy Headteacher – Personal Development, SENCo)

Mrs E Wynne (Deputy Headteacher – Quality of Education)

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